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ABSTRACT

This essay outlines the skills and qualities that an alternative, open, elementary school teacher should possess. These criteria are based on the PACER model of 30 students, age 4 to 12, learning in an ungraded, unstructured environment. (The PACER model adheres to the idea that all experiences and all learning situations are of equal importance.) Some of the skills and characteristics emphasized here are: ability to continually change and adapt to the environment; love of children; ability to counsel students; pleasure in physical activities; ability to teach basic academics; ability to construct and play games; the penchant to work well with other adults; possession of an even temper and ego; adequate knowledge of psychology and learning theories; and an ability to make creative decisions. (MM)

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PACER MODEL

Skills And Personal Characteristics of Alternative Elementary Free School And Open School Teachers.

by

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Traditional teacher training programs have been criticized by reformers of the public school system, by teachers themselves, and especially by advocates of alternative free schools and open schools. My experience interviewing prospective teachers for alternative schools, and my experience as a free school teacher and administrator reinforces my belief that traditional four year teacher training programs are inadequate at preparing teachers for such schools; it also shows me that no criterion really exists to evaluate alternative school teachers, and consequently it is very difficult to determain whether an interviewee will make a good teacher. In this writing I will discuss the specific skills and qualities that I feel it is essential for an alternative elementary free school and open school teacher to possess. I will not be concerned with how the teacher aquires those skills and qualities - because that really is not the issue, even though education has become hung up with training and certification. I realize that no one person will have all the skills and characteristics that I will delineate here; I suggest that in a staff of say three all of these areas are covered; in a staff of six, these areas are covered twice, and so on. Although I feel the areas that I will discuss are important for all alternative elementary school teachers to possess, I must point out that these criteria are based on the PACER Model of 30 students, age 4 to 12, learning in an ungraded, unstructured environment, and programs that differ substantially may require different criteria. To avoid confusion I will use open school in this paper to describe a PACER type school where teachers need the kind of qualities described here

SP013 199

to teach effectively. The specific areas covered in this writing are all of equal importance - the areas that are more traditionally associated with conventional educational skills should not be considered more important than less conventional skills. Areas to be discussed are not to be associated with any one sex; however, it is imperative that a school of 30 students have at least one male teacher, because (due to the social structure of American society) all young people have a great deal of experience with women, while some have no positive experiences with men. I will generally use the male personal pronoun in this writing because I am a man, and this article is drawn from my experience.

Skills and characteristics that are important for open school teacher to possess include: skills to continually change, adapt and innovate the internal and external environment, love of children and a faith in their ability to direct their own learning and control their own school, ability to counsel students individually and in their multi-age group, a vast knowledge of experiential activities that the teacher can share with the students, and a joy in physical activities. Other important qualities include the ability to teach basic academics and integrate those skills into broarder experiences, the ability to construct and play games that incorporate basic skills, the penchant to work well with other adults in the school, and the internal discipline to work hard and long. Effective communication with the local community, an even temper and ego, and an ability to make creative decisions when they are needed, plus a nonperfectionist approach are other qualities needed. A teacher must also know enough about psycology and learning theories to assist a child in learning. Implied here are the general qualities that one assumes all teachers have: kindness, honesty, integrity, and a non racist, non sexist, non classest approach to teaching. These ideas will not be pursued to any extent here.

Design and Transform the Environment . One of the peculiar characterists of open schools is their use of the school environment. Interest centers, quiet lounge areas, specific skill centers (photography, woodshop, etc), and outdoor education

environments are important to these schools. Therefore it is imperative that teachers in these schools can both perceive the need for new spacial designs, design those areas, and then build them. The teacher must be able to adapt the environment on a general school basis - where to put the shop, what areas needed to be added to enrich the learning experience - and on a particular basis - how to arrange materials, where to build shelves, what kind of display areas are needed, and where to keep the paper in the art room. Another idea associated with open education is the concept of students finding their and returning their own materials and equipment without the aid of an adult. This can only be done if the environment is designed with this in mind. Environments can be designed in such a way that they are easy to keep tidy; they can also be designed (or not designed) in such a way that they are a continual mess. A teacher must also be able to develop the outside into exciting learning areas - garden, playground, science projects and games areas -and build equipment to ensure the students safty.

Cardboard carpentry has become fairly popular as a way for teachers to create their environments. It is an effective way to construct internal structures, and it is an acceptable skill for women to aquire (most elementary school teachers are women). Skills used in cardboard carpentry are, however, very similar to those required for traditional carpentry. There are three basic problems with cardboard environments: they are easily distroyed by normal children, they cannot be used outside, and cardboard carpentry is a craft used almost exclusively by schools and day care. Traditional carpentry (wood) with a smattering of metal-work and cement/concrete skills seems to me to be ideal for an open school teacher to possess, and a good set of skills for anyone, man or woman, to aquire. Carpentry skills can be used for building shelves, tables, cubby holes, record cabinets, benches, room dividers, new rooms, steps, display areas, shops, darkrooms, kitchen equipment and outdoor play structures. The metal and concrete skills can help in construction of outdoor play, science, and athletic equipment. Climbing frames, concrete cast hills and

tunnels, balance beams, slides and tirenets can all be built with these skills. Students can help, gaining vocational training and interest in practical skills, and integrating their school life into the real world. Measurement, use of levers, knowledge of the physical qualities of everyday materials, are all gained by students working with a teacher who is using these skills. (It is a little like a loose apprenticeship program). With the increased cost of skilled labor today, a students' fundamental knowledge in these areas will prove beneficial to them. The involvement by the students also helps them gain a sence of responsibility for their school environment.

One major criticism of traditional schools is that they they separate a child from the real world of work, life and reality. School buildings are unlike any other structures in the community; a predominantly woman dominated system is inconsistant with sexist society, and many experiences that a child is exposed to at school are totally unique to the school life, and alien to the rest of the world. Carpentry, metal work, and woodwork skills can be used to make the school environment more real, can expose children to skills that they see all around them in the community (while we were casting a concrete tunnel for our playground, new concrete sidewalks were being cast in our neighborhood), and can help students understand the relationship between school and work. It also begins to distroy the ridiculous separation between mental, physical and skilled work.

In Touch with Children. Maybe it sounds too obvious, but a good teacher must love children. This means many things. Most obviously, the teacher must enjoy working with all the age groups he comes in contact with - in the case of the PACER Model, age 4 to 12. It implies that, given a choise of working with a group of adults (in any area) or children, the teacher would choose to work with the children most of the time.

A teacher must be able to get down to a student's level - to in effect both see the world as the child does, and enjoy the world as they do. The teacher must enjoy simple games, watching a big hairy spider, counting up and down a number line a thousand

times, racing to see who gets home first, making up fantastic stories, caring for a pet, and watching a radish grow. We all have some child in us: a teacher must be in touch with his child, and enjoy it. To force the above behaviors never works.

An extention of working with the child in ourselves is being able to relate to children at their own level - both verbally and experientially. A teacher who works with 4 to 12 year olds must be able to change languages as he relates to different age children. A teacher must be genuine and comfortable in doing so.

A deeper meaning of love between a teacher and child is building a strong bond of mutual trust. This trust is based on mutual respect, on a history of knowing that the other person will do what they say they will, and on a faith in the inherent goodness in each other. This does not mean that one has a sloppy romantic notion of all children being all good; rather it means that, given certain circumstances, you trust a child will use good judgement and sence - that he is capable of doing so.

This moves right into the area of freedom and student control. All open schools, to some extent, charge their student members with taking responsibility in running their school. It might seem rather obvious, then, to state that a open school must sincerely believe that, given expert guidance, students have the ability to control their own growth and development. Again, this writing suggests that the teacher must have a realistic faith in children's decision making ability.

A love of working with children, a joy in experiencing the world from their level (some of the time), a faith in the ability of children, and a trusting friendship with them, suggests that a open school teacher is somewhat dependant on children to feel happy and fulfilled - that if a teacher leaves the school for a time he misses the children. If a teacher does not miss the children when he is not in contact with them (outside of the vacations we all need), then there is something wrong.

The above ideas can easily be misinterpreted in two basic ways, so let me clarify what I have said. First, I am in no

way suggesting that a teacher suppress all his needs for those of his students - that a teacher be totally run over by his charges; rather, a teacher must protect his own integrity and individuality while at the same time being able to relate honestly, openly and spontaneously. Secondly, I am not suggesting that a teacher have a sick dependancy on children. I am saying, however, that they love working with children, and enjoy what they are doing.

Contained in the concept of understanding and loving children is the ability to know the uniqueness of each child. This requires the ability to see each child as a different, individual being, and to know, through experience and teacher sence, the skills, concepts, attention span, ability to abstract, physical strength and memory of each child. This is an art, and can hardly be taught beyond the simple basics.

Children are unlike parts of a car on an assembly line, and produce on shelves in a store. Their development depends on trusting, warm, honest relationships with together adults. The humanness, sensativity and integrity of significant adults that children relate to during their development is the one most important determinant of their moral development.

Individual and Group Counseling. Many people argue that Summerhill suceeded because of Neill, its founder and leader. To a large extent they are probably right. A school that depends on individual and group decision making by its participants to operate sucessfully must spend much time helping the individual child make decisions, and must be deeply involved in helping the entire school with the democratic process. Therefore a open school teacher must be a good individual and group counselor.

I do not want to get into discussions of counseling models and therapy models. And, as I mentioned in the introduction, I do not wish to discuss how teachers obtain these skills. Just to say briefly that one, the method the teacher uses must obviously be consistant with the child centered and child controlled school environment, and, two, that each teacher must develop their unique style. Perhaps some people have the impression of a

counselor as a cold, unemotional, professional who is more of a manipulator of behavior than an honest comrade to the child. I do not wish to imply this here - a teacher must be warm, angry, compassionate, stubborn and falible.

My counseling time is spent mostly with the older students, because they are more concerned with the complexities of the democratic process, because they are dealing with cliques, power and identity, and because many of the older students in open schools have grown up under a different (non free) environment. Older students also have a greater ability to abstract and conceptualize - they can understand some of the more complex ideas related to a student run school.

Sex has often been a topic of major concern with the older group. Sometimes they initiate the discussion; more often I start the conversation because an experience during the school day has shown me that there is a strong curiosity in the subject. These sessions usually follow a question - discussion rutine, with the help of photographically illustrated books. A teacher must feel comfortable in these sex discussion groups.

A teacher must also be able to work with individual students on their needs and problems. Although students in the PACER Model can from a number of teachers to determine which person they will work with, I think it is essential for each teacher to have a certain rapport with all the students in the school. He must help his individual students (the ones who have chosen to work with him) with scheduling, personal problems, fulfilling commitments made to themselves in areas that they wish to work on, and social problems. But he must also be able to help any student who needs him during the day - from tieing a shoe lace to comforting a little girl who is convinced that everyone hates her.

The most important counseling area in an open school is that of handling the daily group meeting. Although these meetings are truely student run, at least one teacher at each meeting must be very aware of what is taking place, and how it is taking place. He must also understand the dynamics and power of the

meeting. The teacher is responsible to keep the meeting on track - not let one segment take power, not let the whole group waste time on circular issues etc -by using his vote, his time to speak, the respect he has from the students, and his ability to use the power of the group. On no circumstances should he control the situation from outside the democratic framework. This does not mean that the teacher should not let students have their say, or that he will try to exclude anything from the meeting; it means that he will do things like getting the leader of the meeting's attention at the onset of the meeting so that he can remind students of the meeting guidelines, and explaining the ramifications of a new rule before it is passed.

The most important aspect of an open school teacher as a counselor is that he spend as much time counseling - individually and in groups - as the students need; that he realize this is teaching, and within the PACER Model, it is a very important part of teaching - maybe the most important.

In the last analysis a good counselor is a person who will be trusted by all the children, will be enjoyed by all the children, and who will be perceived by them as being sincere and honest.

Experiental. When students are free to choose what activities they wish to become involved in, and when they are free to do nothing, then it is paramount that the school offer many exciting experiences for the students. Exciting, involving activities are even more important because children are far more experiential than adults - they do not have the skill or interest to learn through verbal and other symbolic abstraction. Part of being a child is to experience everything. John Dewey knew this when he developed his ideas of learning by doing and educational experiences. This aspect of Dewey's philosophy is very much in accordance with the PACER Model. For an open school to offer many interesting experiences the teachers must themselves have the skills and interests to do so - they must be able to do many things, and enjoy doing them.

Within the PACER Model, which adheres to the idea of the equal importance of all experiences and all learning situations,

it is not necessary to offer experiences that guarantee that a student will be exposed to certain specific skills and amounts of knowledge (as in a traditional curriculum). However, children like a variety of activities, and enjoy experiences that run the gamut - physical, artistic, academic, verbal. scienticif, social, experimental etc. - and we are concerned with the development of the whole child. So a teacher must enjoy experiences in many of these areas that the students enjoy. It must be remembered that almost always a child takes part in an experience because she enjoys the process of the activity, not because she is interested in the end product - a child paints because he enjoys painting, not because he wants the picture; a students learns a dance, because she enjoys dancing, not because she wishes to know the dance.

Experiences that we have used effectively in the PACER Model include: carpentry, cooking, sewing, gardening, building playgrounds, art, crafts, ceramics, cardboard carpemtry, photography, creative and traditional dance, story writing, letter writing, playing instruments, rock climbing, hiking, camping, building, social games, soccer, football, volleyball, swimming, pet animals, poetry, measuring (height, weight, length of foot), science experiments, films, producing a newspaper, discussions, fort building, drama, video tape, creating menues, fieldtrips etc. Ofcourse many areas overlap - to build in the shop or playground you need to be able to measure; to play certain games you need to to be able to read and write; to folk dance involves music and social studies skills and information. It is important for teachers to spin off activities from a single experience - its more efficient and in begins to integrate subject areas. It also fosters a degree of creativity. It is, however, a great mistake to attempt to integrate certain skills into every experience - to somehow get math, reading and spelling into everything. Many teachers do this, and the result is that students are turned off to both the initial experience, and the skills that were 'integrated'. By the same token it is absurd to follow up all field trips with related experiences. It must be remembered that children experience for the process, not to learn - the adults are the learners.

It also must be remembered, perhaps obviously, that experiences shared with students by teachers must be ones the students can become involved in - do not attempt to interest a student in collecting golf clubs.

Physicalness. Related to a child's desire to experience everything in the world is their need for a great deal of physical activity. They love active games, sports, use of a playground, physical dances, climbing trees, climbing rocks, hiking and racing. Therefore it is imperative that a teacher both know many physical activities, and enthusiastically take part in them. There are many good games that children greatly enjoy: Captain Hook, Three Hands, relay races, Chain Tag, Freeze Tag, Red Rover, Fox and Geese etc. A teacher must continually research new games, teach them, and take part in them. Because children tend to be more active than adults, and because the adult in a game often becomes the 'big prize', physical envolvement is very strenuous. But it is very important.

Children enjoy physical activities because they are developing physically, because they want to find out their physical limits, and because they have not learned to separate the mind from the body.

Another positive aspect of many of the games and some of the sports activities is that the entire school (or schools) can play together, which produces a great feeling. I remember an occasion in New Mexico when our school and a visiting school played Captain Hook together in the park. There were some 60 children, age 4 to 15, plus 5 or 6 adults, all playing the game together. It was great fun, and quickly mixed the two schools.

The physical area is often ignored in many schools. My experience has shown me how very important this area is in the development of all children. It is especially helpful for children who are distructive , or who are unsucessful within many of the other activities at school. In the games they can suceed, but they must play by the rules, like everyone else. Once a child has learnt to play a game by the rules (if they do not, no one plays with them) they then begin to understand the

concept of rules (passed by the students) that are used in the rest of the school.

And physical games help build a spontaneous, trusting relationship between the students and the staff. It brings them to the same level, which is important (as I mentioned earlier). Children feel good about an activity if, at some time, an adult takes part. If the adults totally avoid certain activities then children begin to feel there is something wrong (childish) about the activity.

With the increased amount of leasure time that will be available in the future, and with the lack of exercise of most Americans, it is very important to expose students to many physical activities, and to develop in the students a positive attitude towards enjoying their body, and keeping in physical shape. For too long this area of education has been ignored.

Teach All Areas. Even if a teacher in an open school specializes in certain areas, and brings his own projects and interests into the school, he must be able to teach all but the very specific subjects to all the students. Generally a student will seek out a teacher to work on a specific project - say math- not because that that teacher is good at math, but because the child feels comfortable working with him.

A teacher must be able to help someone with her first grade reading book one minute, then help another student with scientific notation, and later turn to mix powder paints. It is good for teachers to have specific favorite projects and skills that they do with the children, but an open school teacher must be able to work with all children on all areas. These specific projects, like folk dancing, sewing, carpentry, playing an instrument and cooking, are areas that only individual teachers have to be proficient in.

Board Games. Although at some point most students must struggle somewhat in their quest to master basic academic skills, the aquisition of the skills can be made easier by intigrating them into fun experiences (as suggested in the section on experiential education), and by making games that involve learning and reinforcing these skills.

Traditional educators continually hammer away at the need for drill, for repetition, in learning basic skills. Although the need for monotonous repetition is highly questionable, board games, flash cards, crossword puzzels, scrabble type games etc. all give students a chance to reinforce what they have learnt. Many math, spelling, reading, logic, history, and other games can be bought. Some of these are effective; some are racist, sexist, and generally inappropriate for schools. Phonetic games, simple math games - addends, multiplication etc - map games and non racist, non sexist board games can be made with poster board, felt pens, time and creativity. Two or three ply cardboard, contact paper, and small wooden blocks can all be used for more complex games. These games become an important part if an open school 'program'. A teacher must know where to buy good games, and know how to make others. He should be able to sense the kind of games the students will enjoy, and those that will turn them off. And he must be able to play the games!

Board games can also teach new concepts.

Students also enjoy making their own games - especially board games that involve dice and objects that progress along a grid as the dice is thrown.

General Qualities Needed to Help a Student Learn and Grow. An open school teacher should encourage creativity and individuality in his students to as great an extent as he can, given the physical and other limitations of the situation. He should support all the students in all the struggles they have - with a new concept, with other students, with a teacher, or with their parents. The teacher must offer choises, creative approaches, and the opportunity for the individual to attack a problem in his unique way. He must also expose the child to the whole gamut of social, political and historical ideas (not just the official version); and he should encourage the student to think differently (from him) and independently.

A teacher should also have the necessary knowledge of children and child development to work effectively with children - the psychology, sociology, and methodology that definitely comes from perceptive experience, and possibly comes from some classes. A person who works with 4 to 12 year olds must under-

stand 4 to 12 year olds - must know that a 4 year old cannot conceptualize, abstract, count, see, draw, add etc like an older child. One cannot teach a 4 year old using 12 year old language. (But heaven forbid talking down to them!)

The Teacher as a Hard Worker. It is imperative that a teacher take experiences in school as seriously as a child does - that he play, dance, read, argue, and care as hard as they do. A teacher must not step back and be reserved, uninvolved and unenthusiastic. A child does not care what a teacher does in his office after she has left to go home; but she does demand that he give 100% in trying to lift the stone for her fort, in figuring out a solution to the math problem, and in attempting to resolve her personal altercation. The teacher must be a very hard worker, and his boss must be the child. This means that, instead of smiling, looking busy, and being polite when the principal comes in, the teacher must 'smile, look busy and be polite' when the student comes in. (But realize that a child's idea of appropriate behavior from a teacher - enthusiasm, caring, involvement - is different from the principal's.) It does not mean that the teacher will do everything a child wants him to do, or that the teacher will let the child walk over him. So a teacher must work very hard for the students, as they see it. Because adult's behavior is usually controlled by people above them - policemen, foremen, principals - and not by children, it is important that a teacher have an inner resolve to work hard with the students. The children cannot make him do this. A teacher must also work hard in areas that the children consider important.

Needless to say a teacher should also work hard when he is away from students - preparing, remodeling, making new games, learning dances, contacting resource people and ordering books.

Work Well With The Community. A teacher in anopen school has tp be effective in using the resources of the community for the school, and he should communicate to the community about the school.

The resources of the community include field trips, adult helpers, materials and profeccional help. Fieldtrip possibilities include libraries, places of manufacture, places of service work,

concert, museums, parks, zoos, farms, colleges, other schools and people who bring an interesting project to the school. A teacher must continually discover these possibilities, research them, and facilitate bringing them to the school, or the school to them. This requires considerable motivation and interest on the part of the teacher, for him to go out into the community - especially in geographic, ethnic or social areas that are foreign to him - and set up these fieldtrips.

Adult helpers are obtained from several sources: local government agencies - PLS, CETA, VISTA, practicum classes at universities and colleges, and people who walk into the school off the street. Occasionally high school students who need to do a project make good volunteers. In all these cases sources must be found, checked into and the positions established, and the necessary work must be done to keep the programs functioning - paper work, talks to classes, phone calls, appointments etc.

Cheap or free materials can be obtained from industry, parents, friends of the school and teacher exchanges. Research, contacts and persistence are all that is needed from the teacher.

Communication with the community is implimented through TV spots (on the news),newspaper articles, talking to the people in the community, and participating in lectures at colleges, talk shows and education panels. Teachers should also have plenty of PR material available at the school for anyone from the community to pick up when they walk by. A perminant photographic display also helps. Because most of the public thinks that there are only three kinds of education - public, religious and private (elite)- open schools must work extensively to communicate their existence. Anyone who has worked with the media knows what a strange animal it is; the teacher must learn its tricks.

Professional people are brought into the school to work in specific areas that the staff cannot handle. The trick is to find professional people whose solution to the given problem fits within the framework of the school's philosophy, and who cost nothing.

Finally, the teacher must live in the community where he teaches. If he teaches in a school that draws from the entire metropolitan area, such as the PACER Model, he should live near the school building. Involvement in community activities - neighborhood associations, block parties, the local paper -is also a good idea.

A Together Person. A teacher in an open school must have many personal qualities and abilities to keep him on track and to keep the school together. Although all teachers in open schools should have most of the qualities mentioned here, if the school has a head teacher (principal teacher, teacher-director) who must teach, direct and do thousands of other things, all these personal qualities and abilities are important to have. If the school does not use a director or head teacher, then the entire staff should have all these areas covered among them. (The more each one have the better).

The teacher must be very creative. Creative in the use of personnel, material, time, ideas and solutions to problems. He must always be willing to try spinning off new activities, or innovate new solutions. He must be flexible - always willing to change, adapt and redirect. He must be very tolerant of other's behavior and of ideas different than his own. Because open schools encourage offering a variety of approaches to any learning situation, the teacher must be supportive of different methods, ideas and approaches. And he must under no circumstance be a perfectionist. An open school teacher has to do so many things he cannot possibly do any of them as well as they could be done. A teacher must have an even ego. He can get mad, or depressed, or disillusioned; but he must be at school the next morning, ready to cope with all the problems, and work with the children. This is imperative! So many creative, innovative people are totally unreliable. The teacher's ego must also be very secure as far as his identity in the school is concerned, and he must be able to help other staff when their ego is hurt.

A teacher must not only be able to make the right decisions, he must make them as soon as possible. Many problems arise in open schools because some people incorrectly assume that democratic

control means that no one should make quick, immediate decisions. And the teacher must be able to define priorities - of activities, issues to be dealt with, supplies to be bought, and children that require his time.

An open school teacher has at least 1000% of his time already scheduled for him, so he must make decisions and priority choices all the time. His biggest priority, and he should never forget it, is the children ...the teacher, the school, the other teachers and everything else exists primarily for the children.

It goes without saying that an open school teacher must be able to work independently and hard without supervision or external rewards.

Parents. Because most open schools have a very strong parent imput (in the PACER Model the school is run by the parents) it is important that the teacher be able to communicate effectively with all the parents. To this extent the teacher must be political (but not dishonest) - one can communicate with someone without totally agreeing with them. The teacher must be able to understand, sympathize and relate to all the parents - the poor, the wealthy, the ones in the middle; the racists, the child haters and the child lovers; because the teacher cannot help the child if he cannot communicate with the parent(s). In so doing, however, the teacher must remember that his first allegiance is to the child.

The teacher is in a somewhat precarious position - he on the one hand understands the philosophy and mechanics of the school better than most of the parents, yet on the other hand he is subject to the parents wishes, desires, changes in thinking and complaints about the school. The teacher (head teacher) must be able let the parents own and control the school, while he keeps a low profile holding the school together and maintaining a constant direction.

Summary. In this paper I have covered in considerable detail those skills and qualities that I feel an alternative open, elementary school teacher should possess. Although, as I suggested in my introduction, these criteria might change in

schools that differ from the PACER Model, I do not want to imply that certain of these skills and qualities can be left out of a good alternative elementary school, because then one runs the danger of economizing (eliminating the 'non-essential areas') until one is left with the skills and qualities that we already have in traditional school teachers. All areas discribed in the above writing are of equal importance.

(Let me also reiterate that the only reason I used the male pronoun throughout this writing is because I am a male and much of the writing is from my experience, and because she/he is too cumbersome.)